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**College of Education**

**Lesson Plan Framework (with Guiding Questions)**

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| *This frame is designed to help you in the construction of your lesson plan. Since many schools approach lesson design utilizing various terminologies, this framework provides a structure based upon the College of Education’s Program Competencies. The design is structured around carefully constructed questions meant to guide your thinking as you prepare for instruction. Although responding to each question is not essential, you should consider those that are appropriate, practical, and useful for your lesson. You do need to include the basic structures such as context for learning, lesson objectives, Delaware Standards, lesson rationale, instructional strategies, materials and technology, formative assessment, closure and summarizing strategies, summative assessment, analysis of data, reflections/modifications for future lessons.* |

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| **Lesson Title:** |
| Subject Area/Topic/Grade Level: Social Studies/ Using Map, Globes  Author’s Name: William Bellamy |

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| **Context for Learning:** | |
| **What is important to know about the students?**   * Gender, age, diversity, socioeconomic, cultural and ethnic backgrounds? * Unique characteristics of learners? * Academic background, prior knowledge, performance levels? * Student readiness, interests, learning styles?   **How might these factors influence your planning, teaching and assessment?** | Third grade class in a lower socio-economic district. The students range from 8 years the youngest to 10 years old the oldest;  Most of the students come from homes, where they may not have access to computers or other new technology.  We have several students who are ADD and ADHD. Many of the students are kinesthetic learners. The majority of them enjoy moving around and using their hands. |

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| **Delaware Standards:** | |
| * This should include DE Common Core Standards or DE Grade Level Expectations (GLE’s). | K-3a-Students will understand the nature and uses of maps, lobes, and other geo-graphics.  K-3a-Students will use the concepts of place and region to explain simple patterns of connections between and among places across the county and the world. |

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| **Lesson Objectives:** | |
| * Students will be able to | Students will be able to find Delaware on a map. They will know that Delaware is a state and the capital is Dover. They will be able to determine the states that share borders with Delaware. They will know that Delaware is on east coast of the United States. |

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| **Lesson Rationale:** | |
| **Why are you teaching this lesson?**   * What are the major concepts, “the big ideas,” the transferrable information in this lesson that makes it worth teaching? * How does this lesson build on what students already know and are able to do? * How does this lesson fit into the curriculum?   **My classroom students will understand that they are learning these “big ideas” (concepts, transferrable information) because…** | **Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].**  **Students will understand that they are part of a state that is a part of a country that is part of a world.**  **Most students already understand that they live a in a county or city. The lesson will help them understand that they are part of a big word.** |

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| **Lesson Essential Question(s):** | |
| * Open-ended questions designed to guide student thinking and focus instruction on the “big ideas.” **Begin with the Delaware state standards when** framing your questions to allow the learner to be thinking about what it is he/she needs to know and be able to do.   **Example:**  DE Standard - Photosynthesis and cellular respiration are complimentary processes to the flow of energy and the cycling of matter in ecosystems.  Lesson Essential Question - What is the relationship between photosynthesis and cellular respiration? | **DE Standard-Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].**  **Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].**  Lesson Essential Question: Where is Delaware on the map? What is the capital of Delaware?  Name some cities in the state of Delaware? What states surround Delaware? Name waterways in or near the state of Delaware? |

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| **Beginning of the Lesson/Orientation:** | |
| **Instructional Strategies**  (Anticipatory Set, Activating Strategies, Mindset or warm-up, content introduction)   * How will you engage your students? * How will you connect this information to previous experiences that links the concepts to prior knowledge? * How will you make the lesson(s) relevant to life experiences of your students? * How will you hold their interest? * How will you provide them opportunities to think about the “big ideas” in this lesson? | I will give the students a blank map of Delaware with a number key. They will be asked to color.   1. Waterways-blue 2. Boundaries-black 3. Capital City-red 4. Mountains-black 5. Land –Green   I will use the coloring key as a way to teach them about areas on the map.  I will also have them draw a map of their own neighborhood. Most students look at their own neighborhood as the biggest place in their world, I will use that to convey that there are other larger places.  I will have the students build a paper link. Start with their: house-block-neighborhood-county-city-state-country-continent-world  Ex. I live on Altoona street-I live in Wilmington-New Caste county-Delaware-Northeast of the US-East Coast-United States-North America-Western Hemisphere-World –Earth.  This may be a little complex for third graders, but I want to see how many links they can make on their own. |
| **Formative Assessment (ongoing)**   * How are the students demonstrating an understanding of working toward your introductory goals? * What specific actions do you expect from the students? * What data will indicate that the students understand? | When the students turn in their maps I can determine if they understand the lesson, by seeing if they followed the key by coloring the correct areas with the correct colors.  I expect the students to be able to look at a map or globe and be able to determine what the waterways are, what the capital cities are, where mountains are located, and where states begin and end.  The students will have maps where they have colored the correct map and geographical areas. The students will have links starting with themselves personally extending out city wide, statewide, nationally, and global. |
| **Time Frame**   * **(can involve from a few minutes to more than one day)** | This area will be one class period at least. |
| **Presentation of the Lesson:** | |
| **Instructional Strategies**  (Instructional Strategies, Learning Events, Lesson Map)   * What new vocabulary, materials, technology resources are being used? * What learning activities will you have the students do? * What specific examples will you provide for your students? Scaffolding? Pacing? Scope and sequence? * What is your estimation of time? * How will you engage your students? * What interdisciplinary connections are you addressing? * How will you utilize technology to enhance your lesson? * How will you explicitly teach/model or demonstrate the skill/concept/strategy? * How will you adapt procedures to meet different student learning needs – differentiated instruction, developmental levels and accommodations? | Vocabulary:  State, Capital, Country, City, County, Capital, Oceans, Rivers, Lakes, Capital, Maps, Globes  (The vocabulary will be added to my word wall. This will build on phonics and language arts.)  Hopefully I will have had the opportunity to work with the students with smart boards. I will build on previous experiences with smart boards by using a program to teach them about maps.  ( I would like the program’s questions to start local or smaller and build their way up, almost s if it is focusing on **sequence** and gradual growth.)  Hopefully there is a program which allows the students to match areas with text.  I also will have a program that they are looking at a map on the smart board and when they are asked a question concerning the map, they will be able touch the area on the board. When they touch the correct areas they will receive a prompt, and they will also be prompted when they are incorrect. This program will record the data for each individual’s attempts.  I will use an old fashion map and globe to do the same exercise. I will use these items to model what I am expecting the students to do, so that they understand the correlation between the new technology and old fashion technology. I know that students may get caught up in the lights and sounds of the smart board, but I want them to understand that the can do the same things with the older reference materials.  I will put vocabulary on the board. I will then use a giant map of Delaware to ask questions and point out particulars.  Ex. What is this state called? I will explain to the students how we can determine what the capital is. I will look at the different sizes of states and cities, so the students do not get caught up in that all places are the same or similar in size.  The color activity will be for my creative students. I will use the technology for my students. I will have students come up to the board to point out areas on the map for my kinesthetic learners. |
| **Presentation of the Lesson (cont’d):** | |
| **Formative Assessment (ongoing)**  (K-W-L; K-U-D; Q&A; Signaling; EPRT; Think, Pair, Share; Collaborative Pairs; etc.)   * How will you check for understanding? Questioning techniques? Socratic Dialogue? * How will you prompt your students for assessing their learning – assessment prompts? * What graphic organizers/mind mapping will you be using? * How will you organize your classroom learning teams/groups? Size? Roles? * What rubric(s) will you be using for this lesson? What process will you use to ensure that the students understand the elements in the rubric? (student friendly language, student input in the design). | II will use exit tickets. 3 things you learned, 2 questions you have, 1 thing you want to discuss in this class about maps.  I will use their own communities as an example of a map, or their school as an example of a map. I will use these 2 areas that the students are familiar with to draw comparisons to what I am trying to teach them.  LABS:  I will have maps, globes and atlases in one area with activities.Will have smart boards in another area. Blank maps to be colored in another area. Books on geography in another area. Vocabulary Board in another area, for geography words to be defined and used in sentences.  I will determine their understanding through the formative activities, group work and activities  **100 points**  Following directions- 20 points  Completing activities-20 points  Participation-20 points  Understanding the big ideas, being able to answer questions-4o |
| **Time Frame**   * **(can involve from a few minutes to more than one day)** | 2 Class periods |

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| **Practice:** | |
| **Instructional Strategies**  (Learning activities, Guided Practice, Distributed Guided Practice)   * What opportunities will you provide for students to practice this new skill? * What will you have the students do to discover the answers to the Lesson’s Essential Question(s)? | I will give the students worksheets to determine if they are following the lessons that I am presenting. The exit tickets will follow each lesson, so that the students came inform me if they are struggling with something without drawing attention from their peers.  I will start my lesson with the state of Delaware. No matter what we discuss regarding geography, I will always come back to Delaware. So that the students are able to relate all their knowledge gained to their home state. |
| **Formative Assessment (ongoing)**   * How will the students communicate their knowledge? Show what you know? * How will you use student performance information to modify your lesson? * How will you gather this information **during** the lesson? | By answering open ended questions. By their work in the labs. By answering questions given to them on a worksheet. Their exit tickets. By responding to higher thinking activities.  If I have assessments or activities that the majority of the students struggle with, it will be my responsibility to rethink my approach. If the lessons appear to be to easy, than it is my responsibility to modify the lesson, so that it will be challenging to he students.  The majority of it will come from observation. Other ways I will be through the assessments and work provided. |
| **Time Frame**   * **(can involve from a few minutes to more than one day)** | 30 minutes. |

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| **Closure and Summarizing:** | |
| **Instructional Strategies**  (Independent Practice, Summarizing Assignment, Independent Application)   * What opportunities will you provide for **ALL** learners to articulate their learning? Differentiation? * How will the students reflect on their learning? * How will you have students answer the lesson’s big ideas/essential question(s)? * How will you have students show their understanding and extend thinking? | The students will draw their own community on a map; they will then compare it to a map of Delaware.  The labs will be the best way to touch on the various learning styles. They can touch on the different styles the easiest. The variety is the key.  The students will all have mini portfolios to keep all the work they do, in order to have something to reflect back on. This will help them when they get to something that they are unsure of. It will also give them the skill of being able to reflect on the past work, to help them with things in the present.  The students will have all the tools in their mini portfolios to answer the questions.  The extending thinking will come when they transition the information from their communities to a broader nature. |
| **Summative Assessment**  (Exit Ticket; 3-2-1; Answer EQ)   * What rubric(s) are you using in this lesson? * How will you ensure that students have a thorough understanding of the elements in the rubric? | I will ask them specific questions regarding their maps and maps of Delaware, to determine if the students understand the correlations.  100 points  Own map-50 points  Answer questions about Delaware map- 25 points  Answer questions about Own/Delaware -25 points  Reading through the rubrics with the students at the beginning. Telling them what the expectations are at the beginning. |
| **Time Frame**   * **(can involve from a few minutes to more than one day)** | Full lesson |

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| **Analysis of data, reflections/modifications for future lessons** | |
| **How will you use the summative information to plan and make instructional decisions for the next lesson?** | I will use the information to determine, if I can move forward with the students to the next lesson. If he students are not able to make the correlation, than I would have to scrap that lesson. I would hope that the students could use the things that they are familiar with to understand something new. If the students have success I can build on to what they already know about Delaware to look at a more wider view. |

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| **Materials Needed for the Lesson:** |
| Smart Boards, Maps Program, Maps, Worksheets, Post it notes, Atlases |